



CONTINENTAL SYMPOSIUM ON RESEARCH AND INNOVATION IN EDUCATION

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Between research and action, rethinking the role of actors in improving education quality

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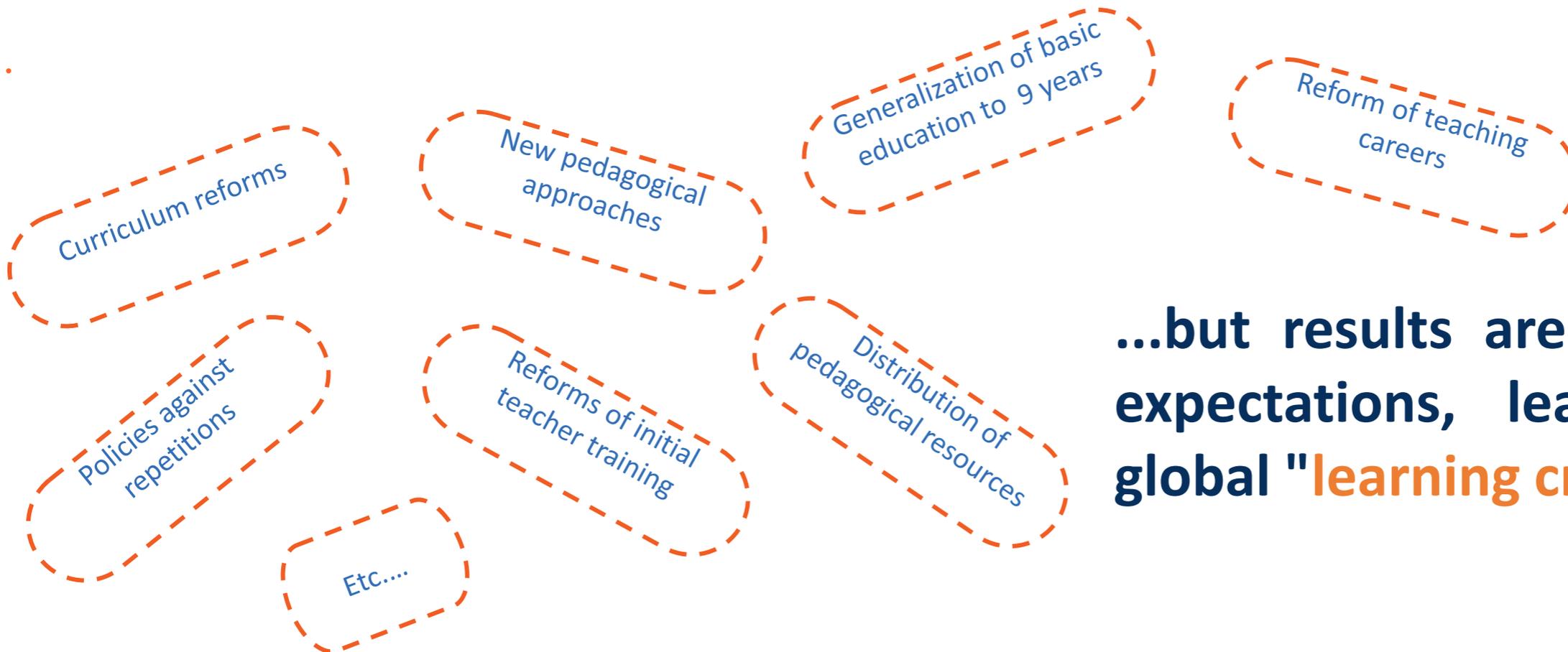
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planification de l'éducation

Outline of the presentation

- 1. Background and research questions**
- 2. Definition of concepts**
- 3. Methodology**
- 4. Results**
- 5. Conclusion and perspectives**

A context of global commitment to education quality but limited results

- Major educational reforms and an increase in investment to enable every child to have access to quality education...



...but results are still below expectations, leading to a global "learning crisis"

Several questions that arise an invite to explore a new field: the role of actors

- Have we really succeeded in identifying the issues that undermine education systems and create problems of quality education?
 - What has gone wrong with the decisions that have been made in the past to improve the education quality?
 - What more can we do ?
- ➔ **Research question: How do actors in education systems manage education quality ?**

Concepts: Education Quality

Education quality is defined through its determinants and purposes – beyond the sole level of student's learnings

Determinants :

1. School time and learning time
2. Deployment of qualified teaching staff
3. Access to and effective use of relevant teaching materials and resources
4. The promotion of an inclusive and safe school environment

Purposes :

1. Universal access to education
2. Smooth transition between cycles
3. Learnings
4. Well-being for all

Definition of education quality in line with SDG4

Concepts: Quality Management



- **Quality management = process of continuous improvement of educational action**

- **Process** => is not done in a single intervention

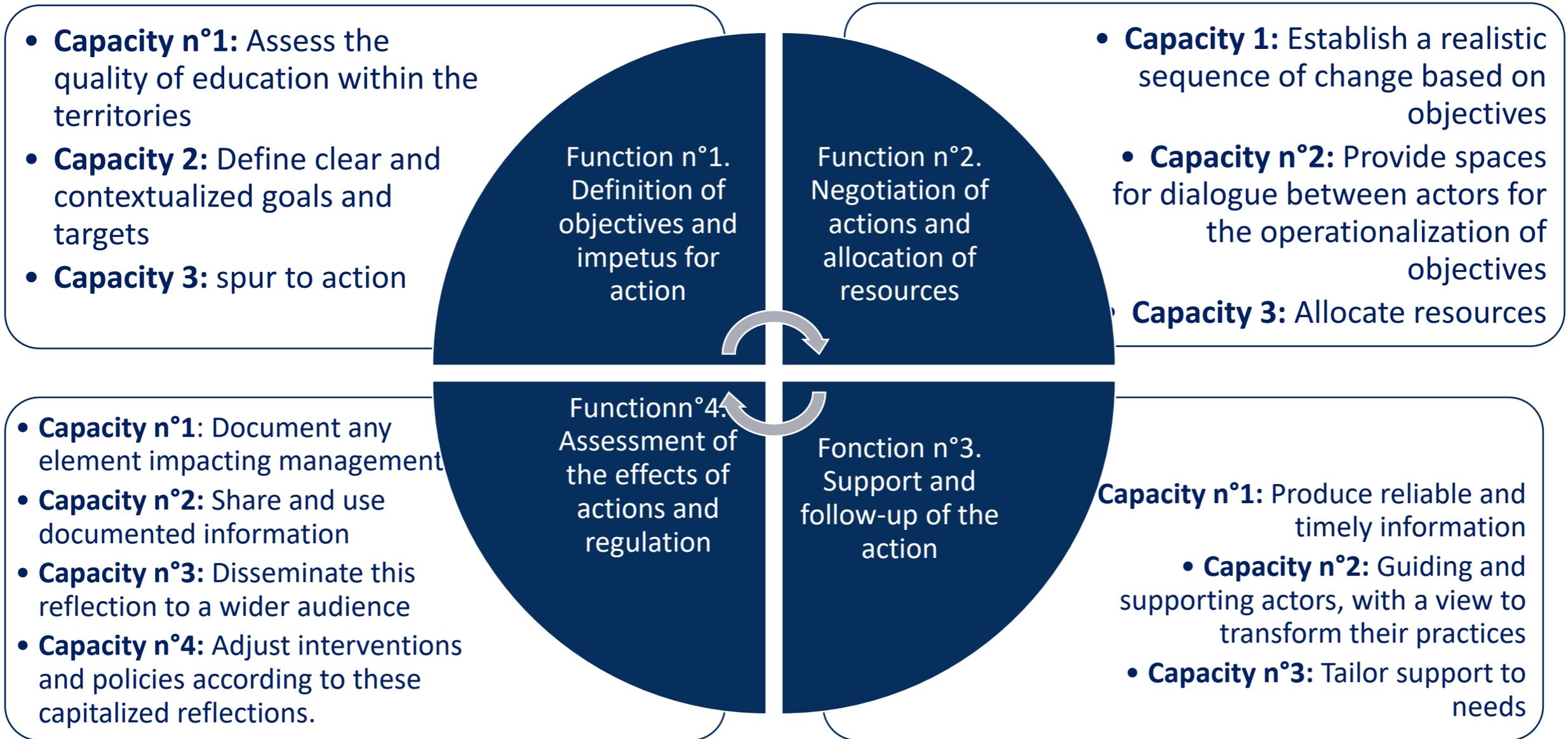
- **Improvement** => Seeks to do better: idea of accomplishing something rather than aligning activities

- **Continuous** => actions are recurring, permanent



For our research, quality management is a chain of actions coordinated between several levels of an education system aimed at producing information and decisions to achieve the expected results.

The 4 fundamental functions to assess education quality management capacities of an education system



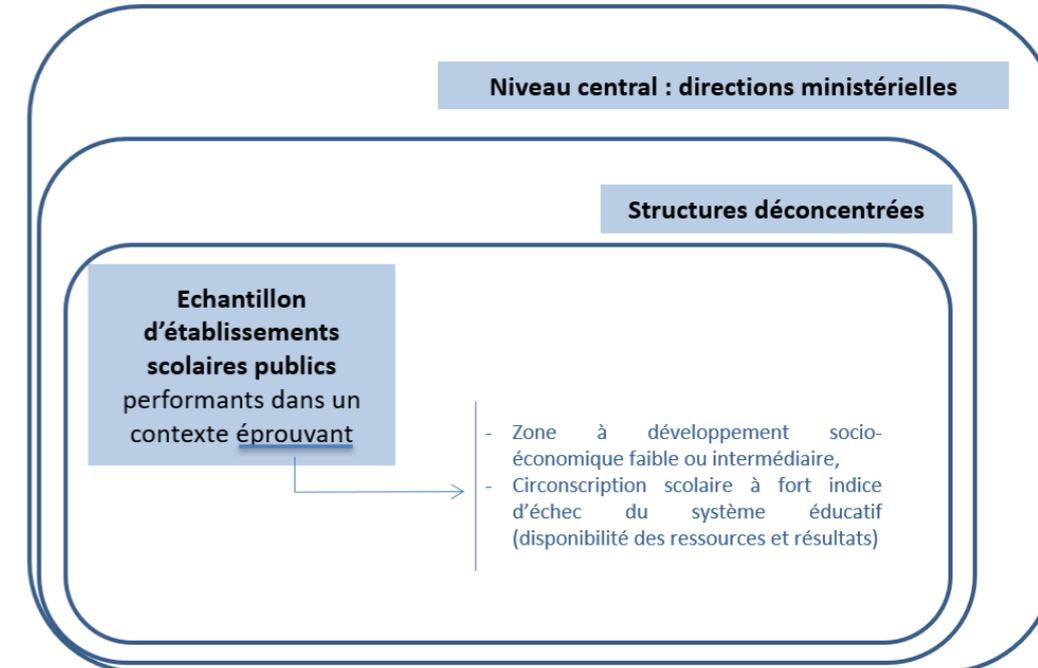
Methodological approach

- A methodology inspired by action research according to a participatory approach aimed at building a diagnosis shared by all actors in the education system - and not on the basis of an external perspective
- 3 entries to answer the research question:
 - ➔ Analysis of stakeholders' working documents
 - ➔ Immersive observations of actors' practices
 - ➔ Individual and collective interviews with stakeholders

Conducted at all levels of the system with a look at how actors' practices are relevant, coordinated, and oriented towards achieving quality education

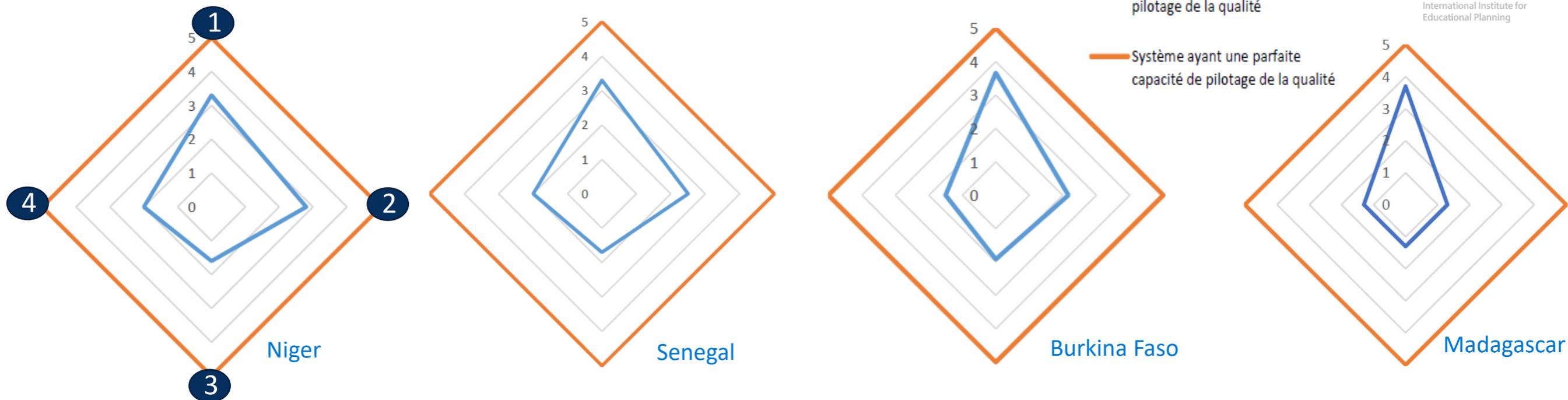
The main innovation of such approach: instead of presenting a solution already thought out to an identified problem, it invites us to look at what exists in the system, to understand the obstacles to their effectiveness, and to build appropriate levers for improvement.

Sampling



Promising results

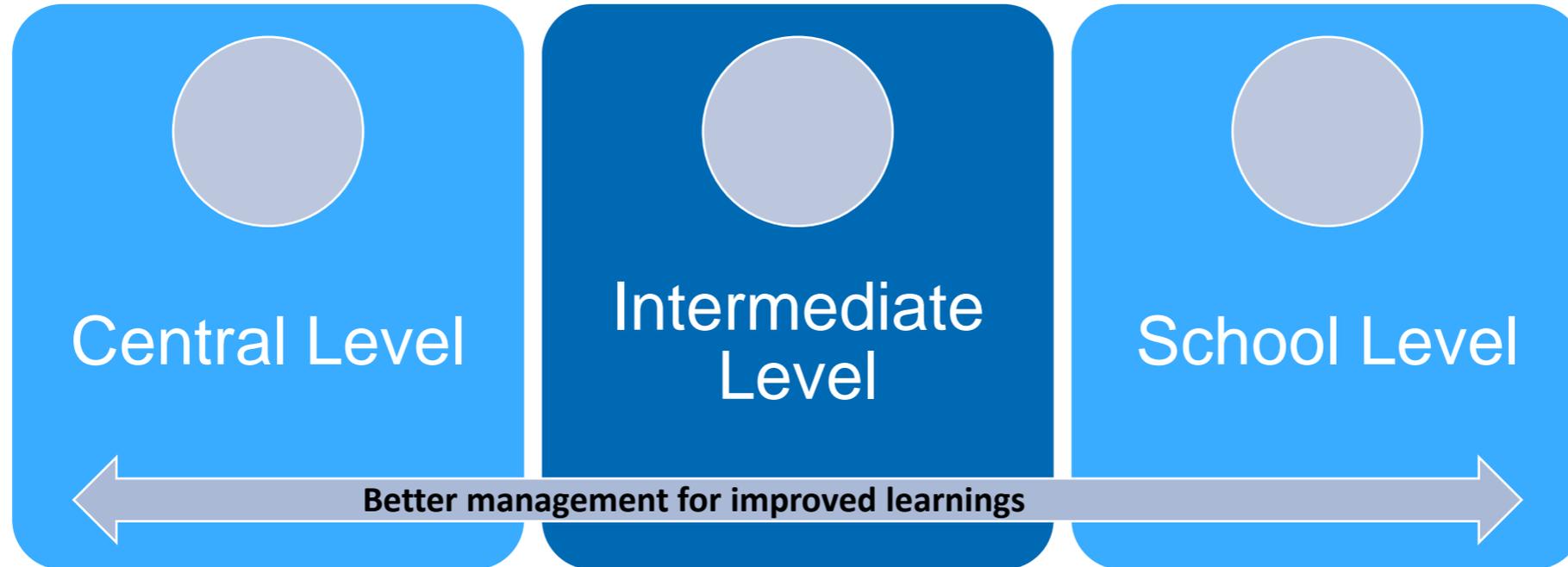
Main strengths and weaknesses of quality management



1. Quality management is an issue in all countries (but to varying degrees)
2. Countries are fairly well equipped to conduct diagnostics, the issue lies in the implementation of what is planned, as well as in the ability to learn from past experiences.
3. Continuing to adopt reforms without improving actors' capacity to implement them will not bring more results

Key lessons to be learned:

Differences in perception of educational issues between the central (strategic) and local (operational) levels BUT the systems are not sufficiently aware of this



- 1. A need to support the intermediate level and not only the central level**
- 2. A need for dialogue between all levels of the systems**

Persisting issues that call for concerted responses

5 persisting issues that cross the entire system but are perceived differently by the central and local levels

1. Using assessment data to improve quality management
2. Strengthening pedagogical support systems
3. Fostering dialogue and consultation within the education system
4. Supporting the dynamics of decentralization and community mobilization
5. Identify and promote innovations in education

Towards a new form of recommendations

How to use these results?

The approach avoids making recommendations externally but accompanies actors in the development of solutions adapted to their contexts.

A new methodology for developing solutions:

- set up a working team involving the actors concerned by the issues
- share the results of the diagnosis with these actors
- collect the interventions they are already carrying out in relation to these issues
- Develop a more comprehensive solution to the issue based on existing interventions

→ **Objective: to strengthen the capacity of systems to analyze their own practices and propose solutions/improvements**

Conclusion: the added value of the approach

- ✓ Change the angle of analysis to better understand education challenges
- ✓ Deconstruct misconceptions about barriers to quality education
- ✓ Go beyond the stage of analysis and support the change of practices
- ✓ Achieving sustainable results



THANK YOU FOR YOUR ATTENTION

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